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ABSTRACT

To meet the needs of students waiting to participate in special education programs already filled to capacity, Balmy Beach (Ontario) Community School, an elementary school in the Toronto public school system, established a satellite learning center project. The program kept the students in their regular classrooms while a "satellite assistant," under the direction of the special education teacher in the regular learning center, moved from class to class to give the children individualized special education. To evaluate the project, data gathering included case studies of all 14 participating students, parent and staff interviews, a questionnaire survey of student attitudes, classroom observation, and staff activities logs. The data indicate that the project helped the participating students, had no deleterious effects on other students in the classrooms or the regular learning center, and was endorsed by the teachers and favored by the parents. Thirteen appendices provide the interview schedules, the questionnaire, observation schedules, case study and log forms, and a brief glossary. (Author/RW)

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THE SATELLITE LEARNING CENTER PROJECT AT BALMY BEACH SCHOOL

-Description and Evaluation-

Sylvia J. Larter

#159

April, 1981

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- the satellite assistant, Pam Hogan;
- the Learning Center teacher, Marion Parkinson;
- the educational assistant in the Learning Center, Jean Mottram;
- the classroom teachers; Julia Blake, Lorraine Groves, Graham McLeod, Judith Mitchell, Ann Patterson, Elaine Philip, Patricia Sherman, Graham Tomkins and Margaret Woollard;
- the principal, Ted Currie;
- the psychoeducational consultant, Ann Pepper;
- the parents of the fifteen students in the satellite program;
- the Chief Co-ordinator of Special Education, Gil Darnley; and,
- the secretaries; Holly McGill, Deborah McFarlen and Lily Malobabic.

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INTRODUCTION

In November of 1979, Balmy Beach Community School staff and parents requested the Toronto Board of Education to add a second educational assistant to the Learning Center. The following are excerpts from their letter and proposal:

> *"The Learning Center at Balmy Beach Community School presently caters to the needs of twenty-four pupils in our community. However, a recent assessment revealed that there are still twelve pupils who have been identified and recommended as being in need of additional assistance and yet may have to wait until next year.*
>
> *Obviously this is not a healthy situation.*
>
> *After numerous meetings with the staff, parents and trustees we believe we may have a solution.*
>
> *An additional educational assistant working five days a week would enable us to expand the present program to include these children. However, instead of withdrawing more children for the Learning Center, the teacher would now be able to establish small satellite centers in the classrooms. This would include activities such as remedial exercises in listening skills, penmanship, specific reading skills, phonics and language experience, gross motor programs and fine motor programs."*
>
> *"The approximate cost for an educational assistant would be $5,810.000 and the benefits from this program are numerous. Some of the benefits are as follows:*
>
> 1. *It would meet the needs of more children than what could normally be handled in a Learning Center.*
> 2. *Other children in the classroom would benefit as they can be included in the program with little or no extra work for the teacher.*
> 3. *Because of the cooperation and communication necessary between the classroom teacher and the Learning Center teacher, it would automatically provide in-service training for the classroom teacher.*
> 4. *Certain programs would provide a transitional period for pupils returning from the Learning Center or Reading Clinic.*

5. *The Grade one screening program often identifies small groups of children with similar minor problems and this proposal would be able to provide the resources needed to get help started.*

6. *This would allow more opportunity for 'in-service' with parents.*

7. *With Special Education programs presently under review, this pilot program would provide the Board of Education with an opportunity to observe the integration of the Learning Center with the classroom program."*

(Communication from
Balmy Beach Community School,
November 22, 1979)

Officials of the Toronto Board of Education considered the request. Excerpts from the officials' report made the following points:

"It is not possible to implement the program without reducing the level of support to the children in the existing program. The guidelines for maximum enrolment in Learning Centers were developed on the basis that a teacher could not provide instructional support and leadership to a greater number of children without diluting the level of support to the number approved under the guidelines. If this were not the case, staff would have recommended this approach long ago, since it is certainly an obvious way to provide some support to children who are on a waiting list for a Learning Center placement.

Educational assistants are supposed to work under the direct guidance and supervision of a teacher and there is concern that the fine line between the role of the teacher and the role of the paraprofessional is blurred under this proposal."

(Minutes of the Board,
February 14, 1980, page 134)

The officials recommended that the proposal to add a second educational assistant not be proceeded with on the basis that it would be neither educationally nor fiscally appropriate. However, the Toronto Board recommended:

"(a) *That the additional educational assistant and proposed program requested for the Balmy Beach Learning Center be approved; and,*

(b) *that funds be included in the draft estimates for this purpose."*

(Minutes of the Board, February 14, 1980, page 135)

The Board later received a letter from the Toronto Teachers' Federation (Minutes of the Board, February 14, 1980, page 90) stating that they were concerned that the additional educational assistant proposed for the Balmy Beach Learning Center might be used to provide a service normally performed by a certified teacher. They feared that the enrolment in the program could exceed the guidelines developed for learning centers if the change were to be implemented. They were also concerned that it might establish a precedent for the rest of the system.

A second educational assistant was hired and worked at Balmy Beach School during April, May and June of 1980. She resigned from the position and was replaced by another person for the 1980-81 school year.

During the summer of 1980, the Acting Associate Director of Education asked that the following things be done:

"(a) *that the principal, in collaboration with the Research and Special Education Departments, prepare appropriate evaluation devices of objective and subjective nature that would assist in measuring the effectiveness of the program; and,*

(b) *that a report be prepared by April 30, 1981 to provide further recommendation and direction in continuing or expanding this approach."*

EVALUATION ACTIVITIES

Questions

The evaluation activities were designed to answer the following questions:

(1) How is the program organized and implemented? What are the roles of the Learning Center teacher, the Learning Center assistant, the satellite assistant, the regular classroom teachers and the administration? What organizational changes (intended and unintended) take place in implementing the program? What does the program and satellite assistant require of the Learning Center teacher?

(2) How is the program included in the regular classroom? What are the physical arrangements? What are the academic arrangements?

(3) How are children identified for the program?

(4) What are the characteristics of the children in the program?

(5) What are the details of the program for each of the children? How is each child's program planned and reviewed?

(6) Is the program effective?

(7) How does the program affect the other children in the school? Is the level of support for the children in the Learning Center reduced? Are other children in the regular classrooms included in the program and, if so, do they benefit? Does the program disrupt the activities of the regular classrooms? Does the program provide a transitional period for students returning from the Learning Center or Reading Clinic to the regular classrooms?

(8) What are the attitudes of the regular classroom teachers?

(9) How does the program affect the regular classroom teachers? Does the satellite assistant perform duties normally performed by certified teachers? How much time does the satellite assistant require of the regular teachers? Is the fine line between the role of the teacher and the role of the paraprofessional blurred.

Does the program provide Special Education in-service training for the classroom teachers? Is there more cooperation and communication between the classroom teachers and the Learning Center teacher?

(10) What are the attitudes of the parents?

(11) How does the program affect the parents? Does the program provide in-service for the parents?

(12) What are the attitudes of the psychoeducational consultant?

Methods

The following methods were used to gather information:

(1) Parents were interviewed. The interview schedule is shown in Appendix A.

(2) Regular classroom teachers were interviewed (Appendix B).

(3) The psychoeducational consultant was interviewed (Appendix C).

(4) The Learning Center teacher was interviewed (Appendix D).

(5) The satellite assistant was interviewed (Appendix E).

(6) The Learning Center educational assistant was interviewed (Appendix F).

(7) A case study was done for each student (Appendix G).

(8) Observations were made (on a random basis) of the satellite assistant working with the student in the regular classrooms (Appendix H).

(9) The Learning Center teacher kept a weekly log of her work activities (Appendix I).

(10) The satellite assistant kept a weekly log of her work activities (Appendix J).

(11) The Learning Center educational assistant kept a weekly log of her work activities (Appendix K).

(12) The students were administered a scale to assess their attitudes toward school and the results were compared to the attitudes of two control groups (Appendix L).

Schedule

The satellite assistant was hired for the 1980-81 school year and began work on September 29, 1980. Since the Acting Associate Director of Education requested a report on the satellite project by April 30, 1981, the evaluation activities did not run for the entire school year.

The evaluation was planned in September, 1980. Data collection began on September 29 and continued until February 20, this time period comprised 19 school weeks or 93 school days.

The data were analyzed and the report was written during March.

BACKGROUND INFORMATION

Balmy Beach School

Balmy Beach is a JK-8 school with an enrolment in February of 1981 of 474 pupils and a staff of 21 teachers, an educational assistant, an administrative assistant, a clerical assistant, a principal and one vice-principal.

The school has one Learning Center and no other Special Education programs. There is no ESL program. The Reading Clinic was removed from the school in 1979.

The school has not been designated as inner city.

The Satellite Program

During the spring of the 1979-80 school year, Balmy Beach School hired a second educational assistant to work with students waiting to enter the Learning Center. The arrangement has become known as the Satellite Learning Center Project because the educational assistant, hereafter referred to as the satellite assistant, does not work in the Learning Center as does the regular educational assistant, but works with the children in the regular classrooms.

The Satellite Assistant

The satellite assistant has a B.A. in psychology. She had previously worked as a secretary for six months and had done volunteer work in schools over a period of two years.

She took the position of educational assistant because she enjoys working with children and is particularly interested in Special Education.

Her pay is $4.90 an hour which she and the staff at Balmy Beach feel is low.

FINDINGS

Organization and Implementation of the Satellite Program

All who were interviewed reported that the satellite program was established in Balmy Beach School with very little in the way if intended or unintended organizational changes and that the implementation of the program had been smooth.

The satellite assistant was provided with a desk in the Learning Center and the regular teachers made sure that a desk or table was available for the assistant and the student in their classrooms.

A couple of the classroom teachers mentioned that they had made certain timetable arrangements to make sure that the students fit well into both the regular program and the satellite program.

The roles of the various staff members involved with the program seem to be well defined and accepted by all.

The Role of the Learning Center Teacher

The main responsibility for the satellite program lies with the Learning Center teacher. She plans a program for each child, provides the materials and trains, supervises and supports the satellite assistant. She also does some testing.

The Learning Center teacher strongly believes in the program and wants to give the time and energy needed to run it.

The Role of the Regular Classroom Teachers

Most of the classroom teachers play a role in planning programs for the students. They point out the students' problems and weaknesses to the Learning Center teacher and sometimes offer suggestions about materials. While some teachers are more involved than others, this role is rather

limited for the majority.

The teachers play an important role in supporting the program and in accepting the satellite assistant into their classrooms and, because the assistant is working in their classrooms and not in the Learning Center under the direct supervision of the Learning Center teacher, they play a latent role in supervising her.

The Role of the Administration

While the administration played a minimal role in actually organizing and implementing the satellite program, the principal strongly supports the program and played an important role in meetings involving the community at which the idea for the program first arose.

The Role of the Educational Assistant in the Learning Center

The educational assistant in the Learning Center played no role in the organization and implementation of the satellite program. However, she also strongly supports the program and she and the satellite assistant have discussions about the programs and materials developed by the Learning Center teacher for the satellite program.

The Role of the Satellite Assistant

The major role of the satellite assistant is to implement the program as planned by the Learning Center teacher. She does not take responsibility for planning the children's individual programs but, on occasion, has suggested changes which she feels should be made. She does not make such changes without the approval of the Learning Center teacher and/or the classroom teacher.

The satellite assistant's daily schedule is the same for each day of the week and is divided into six morning and three afternoon

periods of twenty to thirty minutes which allows her to work with a maximum of nine students. Each student is seen at the same time each day.

Beginning in January, the satellite assistant also worked with the Gross Motor Program for thirty minutes at the end of each day.

Inclusion of the Satellite Assistant in the Regular Classrooms

The assistant was observed during thirteen separate class periods (with thirteen different students) on eight randomly selected days for a total of six hours.

For most of the observation periods, the assistant was working with the student at a table/desk at the back or side of the classroom; on one occasion she sat with the student at his regular desk and on other occasions they worked out of sight but within hearing range of the regular students in a place such as a storage area. For two periods they worked alone in an unoccupied classroom.

The activities of the regular teacher and students seemed to proceed as usual while the satellite assistant worked with the student in the classroom. A wide variety of regular classroom activities took place. Teachers worked with small groups while the rest of the class did seat work, taught to the whole class from a blackboard, had question and answer sessions with the whole class, and taught to the whole class as they crowded around on the floor. A film was shown, a huge pumpkin was carved for Halloween, a policeman spoke to a class and students moved out to a music room. The assistant and her student did not disturb any of these activities. They worked independently. They, in turn, were also not bothered. At times, the regular teacher and the assistant would each have a student reading aloud; it worked very well.

It was also observed that even though the assistant and her

student were working very independently and intensely, they were still aware of the activities of the regular class and in special circumstances partly participated; they once joined in singing Happy Birthday to another student and at another time were able to share the policeman's talk.

At no time during the thirteen observation periods did the assistant carry out any of the duties of the regular teacher nor did the regular teacher help the assistant in her duties.

The assistant and student were usually involved in an intense one-to-one interaction with the assistant providing the student with a great deal of individual attention and encouragement. As far as the observer could determine, the majority of the fifteen students were interested, involved and responded positively to the arrangement. Only one student responded negatively.

The assistant provided the students with an average of three or four learning activities in a 20 or 30 minute period. (For elaboration, see the case studies.)

Identification, Diagnosis, Placement and Waiting Periods

The majority of the fifteen students in the satellite project were first identified as needing help by their classroom teachers, although in one case the identification was the result of a follow-up to E.I.D.P., another the result of the A.B.C. program, and a third the result of parental concern.

Once identified, the students were then scheduled to be tested. Most of the testing was done by the psychoeducational consultant of the Toronto Board, although one student was tested by a reading clinician of the Toronto Board and another was tested by a doctor at the Hospital for

Sick Children. For some students, the Learning Center teacher also did some testing.

The students are rarely tested immediately after the request is made and, according to the psychoeducational consultant, must wait an average of six weeks to two months to be slotted into her tight schedule. (In the case of the student tested at the Hospital for Sick Children, the waiting period had been so long that the parents took other steps.) A few of the children in this study were placed in the satellite program while they were waiting to be tested by the psychoeducational consultant and had their satellite program based solely on the results of some testing done by the Learning Center teacher. The Learning Center teacher felt secure with proceeding in this fashion since she had found in the past that her preliminary diagnosis of children is usually similar to and, on occasion, identical to that of the psychoeducational consultant or doctors at the Hospital for Sick Children. By taking these steps, the children were provided with help sooner.

After the psychoeducational consultant has tested the children, she makes a placement recommendation to the parents and school staff. The recommendation might be for a placement in the Learning Center at Balmy Beach School or a Special Education Program in another school. This recommendation must then be considered by the Program Placement and Review Committee.

The Program Placement and Review Committee theoretically may meet at any time during the year for consideration of a placement recommendation from the psychoeducational consultant. However, the committee usually considers children for placement after it has reviewed the progress of children already in the Learning Center and found that

some may move out - this occurs twice during a school year. Consequently, the students pass through a second waiting period; this period of time between testing and consideration by the Program Placement and Review Committee may be up to six months (see case studies). Four of the students in the satellite program were in this period of waiting. Their satellite programs were based on the results of the psychoeducational consultant's testing.

If the Program Placement and Review Committee approves the recommendation that a child should be placed in a Special Education Program, the child enters that program. If the program is already filled to capacity, the child must wait. This third waiting period has become known throughout the Toronto Board as the "waiting list" and can last as long as twelve months. Several of the children in the satellite program had places on the "waiting list" for the Learning Center at Balmy Beach School.

In brief, there are three stages of waiting associated with gaining admittance to a Special Education Program. The satellite program was helping students who were at each of these three stages.

Parental Consent

The Toronto Board of Education obtains formal parental consent twice during the various stages of diagnosis and placement described in the preceding section - first to do the psychoeducational testing and second to place a child in a Special Education Program.

Formal parental consent was not obtained to put the children in the satellite program; however, the parents were informed that their children were participating in such an arrangement.

Characteristics of the Children

The fifteen students in the satellite program were in grades one to five at Balmy Beach School with the majority in grades one, two and three.

None of the students spoke a language other than English and thirteen of them were boys.

Attitudes to School

A short scale of 15 questions was devised to measure the students' attitudes to school (see Appendix L). The satellite students were asked to point to one of three large faces (HAPPY, SAD, IN BETWEEN) on colored paper to show how they felt about various aspects of their school life. The questionnaire was also administered to two control groups of 15 students each. The controls were of the same sex as the satellite students, in the same classroom and closest in age to the satellite students.

The results of the testing are shown in Table 1. The satellite students chose the HAPPY FACE an average of 7.47 times while the control groups chose it an average of 9.13 and 10.00 times respectively.

The data were statistically analyzed and the results showed that the means of the control groups were both significantly higher than that for the satellite students. This suggests that the satellite students were not as happy in school as their peers and that perhaps they could benefit from extra help.

TABLE I

RESULTS OF THE
STUDENT ATTITUDE TO SCHOOL QUESTIONNAIRE

Student Group	Number of Students	Mean Number of Happy Faces	Standard Deviation
Satellite Students	15	7.47	3.02
Control A Students	15	9.13*	2.00
Control B Students	15	10.00*	2.67

* A two-tailed t-test showed this mean to be significantly different from the mean for the satellite students at the .05 level of significance.

Case Studies

The Learning Center teacher and the satellite assistant did a case study of each student for this study. They collected whatever background information they could, described how the student was identified, indicated who did the testing, listed the instruments which were used, described the diagnosis, and characterized all aspects of the student's program while working with the satellite assistant. They also included many relevant dates.

This section contains an abbreviated version of each case study. The students' names are fictitious.

Since many readers may not be familiar with some of the terminology, a glossary has been provided in Appendix M.

Leonard

Leonard was born in Canada, speaks only English and lives with both parents and a younger sister. He is seven years old and is in grade two.

During March of 1980, the psychoeducational consultant identified Leonard for Special Education in the follow-up to the E.I.D.P. The WISC-R, the WRAT, the Slingerland Screening Test and a Phonics Inventory were used in the identification. The Learning Center teacher also did some academic testing to confirm the reports of the classroom teacher.

Leonard was found to be weak in visual, spatial and problem solving skills in non-verbal tasks, left to right progression, perceptual judgements when materials are abstract, timed symbol copying, Slingerland copying tasks and sequencing of words. He also had difficulty with reversals.

His strengths were knowledge of word meanings, auditory skills and beginning and final consonants.

Leonard's teacher described him as being very good orally but very poor in putting things down on paper; he thus experienced considerable frustration and was sometimes reluctant to go to school. Otherwise, his teacher felt he was pleasant and cooperative.

His mother also reported that Leonard could do the work but couldn't write it down. She described him as being lost and "spaced out" and felt that grade one had been a disaster. She said he was frustrated with his school work and peers and was very discouraged.

On September 8, 1980, the Program Placement and Review Committee recommended him for the Learning Center and he became #2 on the waiting list.

On October 1, 1980, he joined the Satellite Program.

During October and November, the satellite assistant worked on Leonard's visual discrimination, visual memory (reversals), auditory memory (particularly in the area of instructions) and his reading. They also did work with linguistic S.R.A. words, with letter sorting booklets and with his printing.

Leonard entered the Learning Center in December, 1980.

The assistant summed up the case study by saying that Leonard was slow and laborious and that he had great difficulty in remembering more than one instruction at a time (she felt that she had made some progress in this area). She found that Leonard often drifted off into a world of his own.

Tim

Tim was born in Canada, speaks only English and lives with both parents. He is seven years old and is repeating grade one.

His teacher was concerned about his behavioral and academic difficulties and initiated testing which was done by the psychoeducational consultant in 1980. The Bender, WISC-R, WRAT and Slingerland instruments were used.

Tim was found to be weak in puzzle tasks, decoding, printing, spatial organization of work and visual discrimination and memory tasks involving alphanumeric materials. He was also impulsive.

His tests showed strength in understanding verbal concepts and word meanings, noticing missing details and ordering pictures sequentially.

Tim's teacher felt he has potential but estimated that he was six months behind. She found his classroom behavior very erratic and said he is easily distracted. She felt he has a poor self-image and noted that he has difficulty making friends.

His father said he is hyperactive, has poor concentration and has poor social interaction. He said that Tim does not like school very much and isn't getting along too well.

On September 8, 1980, the Program Placement and Review Committee recommended him for the Learning Center and he became #6 on the waiting list.

On October 15, 1980, he joined the Satellite Program and worked with the satellite assistant until November 7, at which time he was transferred to the Separate School Board where he was placed in a special small class for children with behavioral problems.

The satellite assistant wrote the following for his case study:

"Tim has behavioral difficulties which means that making progress with him is almost impossible. The major part of the thirty minute sessions was spent trying to control his behavior, resulting in little success with task performance.

Tim's behavior was defiant arrogant and totally uncooperative. We worked on Fine Motor tasks such as cutting and pasting, strung beads in sequence, molded plasticine and colored. We also did Visual Motor exercises and worked out of "The Red Book" of perceptual activities.

It was difficult to make progress as most of the time he would just refuse to cooperate and often ran away from me."

Keith

Keith was born in Canada and speaks only English. He is seven years old and in grade two.

His grade one teacher was concerned about his progress and initiated testing by the psycho educational consultant. The testing was done in May of 1980 with the WISC-R, Bender, WRAT, Wepman and Peabody Picture Vocabulary instruments. He was also given an informal reading test and a mathematics test.

The tests showed that Keith was weak in eye-hand coordination and language-based tests and strong in non-verbal visual, spatial tests.

Keith's teacher said he was weak, particularly in the area of reading, but felt he had the potential to do better. She said he did sloppy work, often rushing through it, and that he was very restless. She described his attitude to school as "fairly good". She wanted to see Keith become more conscientious and develop better work habits.

His mother, on the other hand, felt that Keith was doing well. She said he likes going to school and gets along well with his peers. She couldn't think of any change or improvement she'd like to see in Keith.

On September 8, 1980, the Program Placement and Review Committee recommended Keith for the Learning Center and he became #7 on the waiting list.

He began working with the satellite assistant in October, 1980.

During October, November and December, the satellite assistant worked on Keith's printing (letter and number formation), his mathematics (subtraction) and his language development (Dolch Words). They also did work in the "Red Book" of perceptual activities and did reading in "Curious George". The satellite assistant felt that Keith's work habits improved a little during this time.

Keith entered the Learning Center in January of 1981.

Carmen

Carmen was born in Canada and speaks only English. She is ten years old and in grade four.

Carmen's grade three teacher was concerned about her personal development and work habits and suggested that some testing be done. The psycho educational consultant did the testing in May, 1980 with the WISC-R, WRAT, Bender, Berry, Durrell and Draw-a-Person instruments. The Learning Center teacher also did a short mathematics diagnosis.

Carmen proved to be weak in mental arithmetic, auditory short-term memory, eye-hand coordination, visualization of spatial relationships and in judging orientation when reproducing designs with blocks. She was also restless, sometimes impulsive and had difficulty concentrating.

She had a good knowledge of word meanings and understood practical everyday events. She tested strong in sequencing pictures, noticing missing details in pictures and solving mazes.

Carmen's grade four teacher felt she was weak in mathematics and reading and said she had difficulty in writing things down. She described Carmen's classroom behavior as good and said she liked sports.

Carmen's mother described her attitude to school as "bored" and "detached". Her mother said she had been alright at daycare but that things changed when she started grade one. She didn't seem to get her work done and didn't take school seriously. She liked the sports at school.

On September 8, 1980, the Program Placement and Review Committee recommended her for the Learning Center and she became #5 on the waiting list.

She joined the satellite program in October, 1980.

During October, November and December, the satellite assistant worked with Carmen on her auditory memory (numbers), visual memory (shapes) and spatial organization (reproducing patterns). They also spent time with mathematics (addition, subtraction and multiplication) and spelling.

In November, Carmen's auditory memory was up to seven digits and her visual memory was up to five shapes. By December, she was better at reproducing designs accurately. Her mathematics and spelling had also improved.

Carmen entered the Learning Center in January, 1981.

John

John was born in Canada and speaks only English. He lives with both parents, an older brother and a twin brother. He is seven years old and in grade two.

John's parents had him tested by a doctor at the Hospital for Sick Children during the spring of 1980. The Draw-a-Person Test, the Wide Range Achievement Test and the Spache Diagnostic Reading Vocabulary Test were used. The doctor also did a physical examination. The Learning Center teacher did some other testing to confirm the teacher's feelings about John.

John was identified as being weak in decoding and strong in listening comprehension and receptive language.

His teacher described him as having above average potential and very good classroom behavior. He felt John lacked motivation and had a poor sense of self-worth. He said that John had trouble completing jobs and gave up very easily.

John's mother described her child's school experiences as unsuccessful and unhappy. In an effort to help their child and because they were frustrated with waiting for tests to be done by the Toronto Board, the parents had him tested at the Hospital for Sick Children and enrolled him in a program during the summer at a university. His mother felt he needed help with language, decoding, phonetics and concentration.

The Program Placement and Review Committee recommended John for the Learning Center on September 8, 1980 and he became #3 on the waiting list.

In October, he joined the Satellite Program.

During October, November and December, the satellite assistant worked with John in the areas of tracking (for letters), printing, spelling, vowels, Dolch words and reading.

The satellite assistant wrote the following at the end of John's case study:

> *"John is a fairly cooperative student and has made progress in the areas we worked on. Reversals caused him considerable problems in reading, printing, spelling and tracking."*

John entered the Learning Center in January, 1981.

Ralph

Ralph was born in Canada and speaks only English. He is seven years old and is repeating grade one.

In April, 1980, Ralph was tested by the psychoeducational consultant because of his teacher's concern about his progress and as a result of the E.I.D.P. follow-up. The instruments used were the WISC-R, the Bender, The Slingerland, the Wepman and the ITPA for visual memory.

Ralph is not able to integrate information presented visually, can not make accurate perceptual judgements, is not able to visualize spatial relationships, has weak short term memory, has weak eye-hand coordination, is poor in recalling alphanumeric material from memory when he has to print the response, has poor visual discrimination for letters and numbers, and has no word-attack skills.

He is stronger in verbal skills, abstract reasoning, vocabulary, auditory short term memory, mathematics and general knowledge.

Ralph's teacher described him as being weak in reading and mathematics. She said his classroom behavior and attitude to school are "good".

His mother also said he is weak in reading and becomes frustrated as a result.

Ralph was considered by the Program Placement and Review Committee on September 8, 1980 and was recommended for the Learning Center. He became #4 on the waiting list. He was also considered on October 16, 1980 and recommended for Special Program (Learning Disabilities).

In October, 1980, he was assigned to the satellite assistant and worked with her until January when he entered the Learning Center.

The satellite assistant worked with Ralph on his visual discrimination, visual memory, phonics (reinforcing sound-symbol association), pencil grip and other fine motor skills, printing, reading (D.I.S.T.A.R. reading) and various perceptual activities (Red Book).

Ruth

Ruth is ten years old and in grade four.

Ruth's teacher became concerned about her early in grade four and on September 15, 1980 a reading clinician administered a battery of tests including a Basic Sight Vocabulary, an Informal Phonics Inventory, an Informal Spelling Inventory, the Monroe Primary Reading Aptitude Tests, the Van Wagenen Reading Readiness Scales, the Wepman Auditory Discrimination Test, the Peabody Picture Vocabulary Test and Copy Forms.

Ruth's teacher described her as being in the lower half of the class in reading and mathematics - she particularly wanted to see Ruth improve in reading. Her classroom behavior is excellent and she has a good attitude toward school.

Her mother also reported that she has problems in reading comprehension. She said her child's attitude is sometimes very negative because of her frustrations but added that she is a hard working girl.

On October 15, 1980, the Program Placement and Review Committee recommended her for a Reading Clinic and her parents were told that she would be accepted when space became available (the Reading Clinic is in another school).

Since Ruth was still waiting for the Reading Clinic placement in November, she began working with the satellite assistant.

During November, December and January, the satellite assistant worked on Ruth's reading comprehension, spelling (Dolch words) and phonics (Vowels and Variants). Ruth also kept a picture dictionary of difficult words she wanted to learn to spell.

In January, the satellite assistant reported that Ruth put forth a good effort but needed more work in reading for comprehension.

Ruth entered the Reading Clinic in February, 1981.

Jim

Jim was born in Canada and speaks only English. He lives with his mother and father and is in grade three.

Jim's classroom teacher initiated the testing which was done by the psychoeducational consultant in January, 1981. The WISC-R, Bender Visual Motor Gestalt Test, WRAT and Durrell Analysis of Reading Difficulties were the instruments which were used.

Jim was diagnosed as being a grade level below in reading and spelling with an inordinate concern to achieve extremely well. He also has difficulty with auditory attention tests and organizing partial shapes into wholes. He has excellent verbal skills.

Jim's teacher said he is weak in spelling, phonics and word recognition with a better than average potential. She said his classroom behavior is exceptionally good and he is a hard worker who is anxious to please. He often gets very frustrated because he knows he has problems.

Jim's mother felt he is behind in his reading comprehension and that he is plodding along in school. She reported that Jim likes school and has good relationships there but is not relaxed and confident about his learning. She felt that his learning is blocked because of the pressure he puts on himself.

While Jim's case was waiting to be considered by the Program Placement and Review Committee, he began working with the satellite assistant in January.

During January and February, the satellite assistant worked on reading comprehension with Jim using "Getting the Main Idea" (Barnall - Loft), "Using the Context" (Barnall - Loft) and "Gilligan Milligan" (S.R.A.). They also drilled words from his classroom reader "Magic and Make-Believe" and worked on spelling using the V.A.K.T. method.

At the end of February, 1981, Jim had not yet been considered by the Program Placement and Review Committee and the satellite assistant wrote:

> *"On the whole, Jim is very bright. However, he is very uptight and overly concerned about making mistakes."*

Russ

Russ was born in Canada and is in grade three. His parents separated when he was in grade one.

Because of his classroom teacher's concern about his academic work in grades one and two, the psychoeducational consultant tested him with the WISC-R in May, 1979. No further testing was done until January, 1981, at which time the Learning Center teacher gave him some spelling and reading tests.

Russ's test results showed that he is weak in spelling and reading. In addition, he is restless, impulsive, intolerant of and embarrassed by his mistakes and has poor planning skills.

His strengths showed up as problem solving, general knowledge and auditory memory.

His teacher said it was difficult to describe Russ's academic abilities but he is accomplishing little, even though he seems to have a better than average potential.

Russ's mother was also uncertain about his academic abilities and progress. She said he didn't like school and felt this caused problems with his work.

Russ was waiting to be considered by the Program Placement and Review Committee.

He began working with the satellite assistant in January, 1981.

During January and February, the assistant helped Russ with his vowels using "Vowel Booklets" and the "Vowel Porthole Game", his spelling using a "Word Family Speller" and his mathematics using "Precision Mathematics Sheets".

At the end of February, 1980, he was still working with the satellite assistant and had not yet been considered by the Program Placement and Review Committee.

Wayne

Wayne was born in Canada and speaks only English. He is in grade two.

Wayne's classroom teacher who had had him for two years was concerned about his progress and he had performed low on E.I.D.P. in grade one; consequently, the Learning Center teacher did some testing in March and December of 1980. She used the S.R.A. Mastery Mathematics Survey, a Phonics Inventory and the Dolch Word Test.

Wayne is weak in auditory motor, has difficulty in keeping up with his reading class and does poor written work. He is strong in mathematics and appears to be a bright child.

Wayne's teacher rated him as low-average in reading and described his classroom behavior and attitude toward school as "good".

Wayne's mother seemed very confused about him and what was happening to him at school. She said he has trouble with reading.

The psychoeducational consultant had not yet tested Wayne which also meant that he had not been considered by the Program Placement and Review Committee.

The satellite assistant began working with Wayne in January of 1981.

During January and February, the satellite assistant worked with Wayne on his vowels with the "Vowel Booklets" and the "Vowel Porthole Game", visual memory (for letters), auditory motor skills (with tapes), phonics (final consonants) and words in "Drill of Story Words".

At the end of February, Wayne was still waiting to be tested by the psychoeducational consultant.

Dell

Dell is in grade two and, because of his classroom teacher's concern, the Learning Center teacher did some testing in December of 1980. She tested his letter recognition, visual discrimination and memory, auditory discrimination and memory, phonics and fine motor abilities.

Dell is weak in auditory and visual memory involving motor responses and has problems with reversals. He also needs help with initial and final consonants and initial consonant blends.

Dell is strong in visual discrimination and auditory memory with verbal response.

Dell's teacher said he has excellent academic potential but couldn't determine what causes his problems. She said he has trouble putting things down on paper and has problems with such things as reversals and telling time. She described his classroom behavior and attitude toward school as "acceptable".

Dell's mother said that he had had academic and some emotional problems since he had started school. She said he was alright in reading comprehension but had difficulty in writing and with numbers, often producing mirror images of letters and numbers. She described him as being very eager to learn, but frustrated because he is behind.

Dell had not yet been tested by the psychoeducational consultant when he began working with the satellite assistant in January, 1981 and, therefore, had not been considered by the Program Placement and Review Committee.

During January and February, the satellite assistant worked with Dell on printing and copying large and small letters and numbers, number facts, telling time and various exercises involving "left and right" and "up and down".

At the end of the case study, the assistant wrote that Dell seems to have an auditory problem.

Bradley

Bradley was identified in grade one when his teacher became concerned about his performance in the A.B.C. program. The psychoeducational consultant and Learning Center teacher did some testing in October of 1980. He was given motor, language, memory, number and academic assessments. He was also administered the Draw-A-Person Test.

Bradley seems to be experiencing problems with reversals, transpositions and inversions and is weak in the visual recall of letters and in the area of memorization. However, in most areas, he appears to be alright.

Bradley's teacher disagreed with the testing which was done in October which suggested he had very few problems. She said he is not learning at an acceptable rate and is below average, particularly in the area of reading. She described his classroom behavior and attitude toward school as "good".

Bradley's mother said he loves school but is having trouble in pronouncing and sounding out words.

Bradley is scheduled for more testing at the end of February, 1981 with the psychoeducational consultant.

While waiting to be tested, Bradley was assigned to the satellite program for January and February. They did work on rote alphabet, rote numerals, printing (reversals), phonics (ch, sh, th), visual memory (for letters), vocabulary (drill words) and "left-right" exercises. The assistant reported that Bradley improved in many of these areas.

Gary

Gary is ten years old and in grade five.

Because of the concern of his classroom teacher, he was tested by the psychoeducational consultant during February of 1980 with the WISC-R, Bender and WRAT instruments. The Learning Center teacher also did an academic overview.

Gary is weak in paper and pencil tasks, spelling, creative writing and mathematics. He is strong in understanding abstract verbal concepts and reading at grade level.

Gary's teacher said he is below grade level in all areas and has speech problems. His attendance is poor but his classroom behavior is generally acceptable.

Gary's mother felt he was improving.

Gary has not yet been considered by the Program Placement and Review Committee.

He joined the satellite program in October, 1980 and was still working with the assistant at the end of February, 1981. They worked on spelling (Dolch words and a spelling text), mathematics (Precision Mathematics Sheets), reading comprehension (Barnall-Loft Series) and creative writing.

George

George is in grade two. George was identified as perhaps needing help by his teachers in grades one and two.

While George was waiting to be tested by the psychoeducational consultant, the Learning Center teacher did some assessments in December, 1980 and January, 1981. She looked at his visual discrimination and memory, fine motor skills, auditory memory and letter and number identification.

George seems to be weak in visually discriminating shapes and shows reversals in numbers and letters. He is strong in auditory memory except when motor response is involved.

George's teacher described him as being very erratic; that is, his performance in some areas is very good while in other areas it is very poor. He says George relies on concrete materials and has difficulty visualizing or doing mental work. He speaks very well - like an adult- but his reading is very weak. His teacher said his classroom behavior and attitude to school are "good".

George's mother also felt that he had reading problems and talked of reversals and problems in writing. She said he loved school and his peers.

George was assigned to the satellite assistant in December, 1980 and was still working with her at the end of this study in February, 1981. He was being tested by the psychoeducational consultant just as the study ended - the results were not yet available.

During December, January and February, the satellite assistant worked with George on his printing, addition, visual discrimination, fractions and money concepts.

Don

A case study was not prepared for Don since he and his family moved out of town shortly after he started to work with the satellite assistant in October. He had been involved with the satellite program the previous year which meant that he had worked with a different satellite assistant.

The Effect of the Program on Other Students

Students in the Regular Classrooms

The classroom teachers and the satellite assistant definitely felt that the program has no tangible effect on the regular students. One teacher elaborated by saying that the students ignore it and another teacher said she had not detected any negative comments from the students apropos of the student who receives extra help.

Students in the Learning Center

The Learning Center teacher, her regular assistant and the satellite assistant each firmly stated that the satellite program does not reduce the level of support for the regular Learning Center students.

In order to look at this issue more closely, the three were asked to keep a weekly log of their activities from September 29 through to February 20. Summaries of the logs are shown in Tables 2, 3 and 4.

The figures in Table 4 indicate that approximately 3% of the Learning Center teacher's school hours and 5% of her extra work hours were taken up in identifying satellite students, planning their programs and providing guidance and supervision to the satellite assistant.

The satellite assistant did not require a large percentage of the Learning Center teacher's time for guidance and supervision since she learned a great deal about the Learning Center programs and activities by observing in the Learning Center. The satellite assistant's log (Table 2) indicates that she spent approximately 19% of her time observing in the Learning Center. This observation time was not a planned part of the satellite program but happened unintentionally because the satellite assistant worked with only one child at a time and if that child was

TABLE 2

LOG OF ACTIVITIES

FOR

SATELLITE ASSISTANT

Activity	Number of School Hours*	Percentage of School Hours	Number of Extra Work Hours	Percentage of Extra Work Hours
Working with child in regular classroom	290.7	52.1		
Observing in the Learning Center	108.3	19.4		
Preparing work	47.5	8.5		
P.D. days	24.0	4.3		
Spare time/recess time/free time	19.0	3.4		
Gross Motor Program	12.0	2.2		
Sickness	12.0	2.2		
Consulting with regular educational assistant	9.5	1.7		
Observing L.C. teacher test children	8.5	1.5		
Consulting with L.C. teacher about progress, programs of children, receiving guidance and supervision	8.0	1.4		
Concerts/plays	7.0	1.3	2.0	40.0
Seminars	5.0	0.9		
Visiting other L.C./Reading Clinic	3.0	0.5		
Special assemblies	2.0	0.4		
Consulting with physical education consultant	1.5	0.3		
Parent-teacher night	---	---	3.0	60.0
Total	558	100%	5.0	100%

* School hours were considered to be 9 to 12 and 1 to 4. This works out to 6 hours per day, 30 hours per week, or 558 hours for the 19 weeks of the study.

TABLE 3

LOG OF ACTIVITIES

FOR

REGULAR EDUCATIONAL ASSISTANT

Activity	Number of School Hours*	Percentage of School Hours	Number of Extra Work Hours	Percentage of Extra Work Hours
**Working with child(ren) in Learning Center, receiving guidance and supervision from L.C. teacher	431.0	77.3	4.5***	24.3
Preparing work/correcting work	35.0	6.3		
P.D. days	24.0	4.3		
Sickness	18.0	3.2		
Spare time/recess time/free time	17.5	3.1		
Consulting about students' progress and programs	8.5	1.5		
Consulting with satellite assistant	7.0	1.3		
Seminars	6.0	1.1		
Parties/concerts	4.0	0.7		
Assemblies	2.5	0.4		
Visiting another Learning Center	1.5	0.3		
Staff Meetings	1.5	0.3	11.0	59.5
Completing reports, records, forms, etc.	1.5	0.3		
Parent-teacher meetings	---	---	3.0	16.2
Total	558	100%	18.5	100%

* School hours were considered to be 9 to 12 and 1 to 4. This works out to 6 hours per day, 30 hours per week or 558 hours for the 19 weeks of the study.

** The assistant felt that the time she worked with children and the time she was being supervised by the Learning Center teacher could not be estimated separately.

*** These hours do not include working with children.

TABLE 4

LOG OF ACTIVITIES

FOR

LEARNING CENTER TEACHER

Activity	Number of School Hours*	Percentage of School Hours	Number of Extra Work Hours	Percentage of Extra Work Hours
Working with child(ren) in L.C., alone or with regular assistant. Providing guidance and supervision to regular assistant.	323.3	57.9	4.5**	4.2
Visiting another school (Boyne River)	30.0	5.4		
A.B.C. meetings/testing/workshops	25.5	4.6	1.0	0.9
P.D. days	24.0	4.3		
Preparing work/correcting work	23.0	4.1	33.0	31.0
Spare time/recess time/free time	18.0	3.2		
Planning program and work for L.C. students	17.5	3.1	2.5	2.3
Sickness	12.0	2.2		
Completing reports/records/forms	10.5	1.9	16.0	15.0
Providing guidance and supervision to satellite assistant	7.8	1.4	1.5	1.4
Consulting with principal/vice-principal	7.0	1.2	6.5	6.2
Planning program and work for satellite students	7.0	1.2	4.0	3.8
Consulting with parents/interviews/meetings	6.5	1.2	15.0	14.1
Identifying students for special education	6.0	1.1		
Workshops	6.0	1.1		
Program Placement and Review Meeting	6.0	1.1		
Staff meetings	5.5	1.0	6.5	6.2
Consulting with regular classroom teachers	4.0	0.7	6.0	5.6
Interview at Hospital for Sick Children	3.0	0.5	3.0	2.8
Assemblies	2.5	0.4		
Case conference	2.5	0.4		
Identifying students for satellite program	2.0	0.4		
Concerts	2.0	0.4	3.0	2.8
Admission Board	2.0	0.4		
Visiting another Learning Center	1.5	0.3		
Talking to a visitor	1.5	0.3		
Diagnosing reading problem of student	1.5	0.3		
Gross Motor Program	----	----	3.0	2.8
Consulting with psychoeducational consultant	----	----	1.0	0.9
Total	558	100%	106.5	100%

* School hours were considered to be 9 to 12 and 1 to 4. This works out to 6 hours per day, 30 hours per week or 558 hours for the 19 weeks of the study.

** These hours do not include working with children.

absent or if there was a blank spell between a child leaving the program and another entering, she had time for other activities.

The Learning Center teacher normally reserves 20 minutes each morning for testing children associated with the Learning Center and she reported that it is easy to fit the satellite students into that same slot for testing. She also reported that she had another 30 minutes each afternoon when most of the Learning Center children were taking French which she could use for planning programs for the satellite students.

Any time the Learning Center teacher spent identifying or diagnosing satellite students or planning their programs was, to her delight and surprise, recovered at a later stage when the students actually entered the Learning Center. They had been tested and their programs were already planned and in place - they simply moved into the Learning Center. This fact came to light in January when several of the students transferred from the satellite program to the Learning Center.

Students Transferring Out of a Special Education Program

The satellite program has not yet been used for a student transferring from a Special Education Program to a regular classroom. However, the staff is considering the program for a student who is transferring from a Special Education Program in another school into a regular class at Balmy Beach in the late spring.

The Attitudes of the Regular Classroom Teachers

The fifteen children in the satellite program (from September 29 to February 20) came from nine regular classrooms; the teachers of these classrooms were each interviewed at least once.

The teachers, without exception, endorse the satellite program. During the interviews, there were no negative comments; instead, they said the program is "excellent", "a great idea", "tremendous", "beneficial", "better than nothing", and "very good". Several emphasized that "any help is good". One teacher said that the arrangement is much better than volunteer help since it is regular and consistent. A couple of teachers pointed out that the program keeps the children in the regular classrooms and, in the words of one, "provides the students with the best of both worlds". The teachers feel relieved that the students are getting the extra help which, as one said, "provides 'on the spot' praise", and as another said, "zeroes in on weaknesses".

Eight of the teachers said they feel comfortable about having the satellite assistant work in their classrooms. There were no complaints of interruptions or inconveniences because of the arrangement; in fact, two said they are often unaware of her presence because she slips in and out so quietly. The ninth teacher felt that it is better for the student to be taken out of the classroom thus reducing the other students' awareness that s/he is receiving extra help.

The teachers want the satellite program to continue and several would like to see it expanded. Only one teacher, when asked, could think of a way to improve the program - that teacher felt that the period of time spent with a child each day should be longer.

The Effect of the Program on the Regular Classroom Teachers

The teachers were in general agreement that the satellite program does not disrupt their regular classroom activities although a couple of

teachers said it is inconvenient to have the children miss and thus fall behind in certain classes while they work with the satellite assistant.

The satellite program does not reduce the workload of the regular classroom teachers, for at no time has the satellite assistant assumed any of the teachers' normal teaching duties.

Many teachers spoke of a psychological effect; they feel relieved that the children are receiving special help and, because of improvements they see in the children, reported that they are able to deal with them more effectively and positively.

The satellite program does not provide the regular teachers with formal in-service training in Special Education nor do the teachers feel they have learned a lot more about Special Education through increased cooperation and communication with the Learning Center teacher. However, many qualified these remarks by adding that the degree and quality of cooperation and communication with the Learning Center teacher had always been very good. The Learning Center teacher has given the regular teachers an open invitation to visit at any time, often meets with them on a one-to-one basis at noon hours and works with them on the A.B.C. program.

Four of the teachers said they have learned more about Special Education in another way, that is by noticing the materials and programs the satellite assistant uses with the students. One teacher said it is like attending a workshop and another emphasized that such learning for the regular teachers never takes place when the students are withdrawn to the Learning Center.

One teacher commented on the yearly increase in the numbers of children receiving Special Education and claimed that it invariably means

that the regular teachers must and will become more aware and knowledgeable about Special Education.

The Attitudes of the Parents

The parents of all fifteen children were interviewed by telephone.

Four of the fifteen parents were very vague or confused about the arrangement their children had with the satellite assistant and several of the parents were generally confused about the waiting list and whether or not their children were waiting to be tested, waiting to get into the Learning Center or waiting while receiving help from the satellite assistant. The majority of the parents did not have a good understanding of the various steps associated with getting Special Education help; that is, the testing, the Program Placement and Review Committee and the various waiting periods associated with these steps. Of those parents who did understand the concept of the waiting list, all were anxious that their children either get into the Learning Center or get the proper Special Education program as soon as possible.

Most of the parents knew that their children were receiving help from an educational assistant working in the regular classrooms and all were in favor of the arrangement. They described it as "marvelous", "good", and "fine". Many were relieved that their children were getting one-to-one attention and spoke of "better attitudes", "better concentration", and "improved work" which they had noticed in their children. They appreciated the fact that their children were getting help.

The Effect of the Program on the Parents

The satellite program did not include a formal in-service for parents and, with the exception of a few casual contacts with the satellite assistant, basically did not involve the parents. This is not the case for

parents of children who have entered the Learning Center; those parents are usually interviewed by the Learning Center teacher.

As discussed in the preceding section, the main effect of the program on the parents is to relieve their anxieties about their children.

The Attitudes of the Psychoeducational Consultant

The psychoeducational consultant described the satellite program as "super". From her point of view, it made things easier for her when she discussed the children's problems with the parents and made recommendations to them after she had done the testing. With the existence of the satellite program, she was now able to assure the parents that their children would receive help soon and would not be placed on a waiting list of indefinite duration. She could think of nothing she disliked about the program, hoped it would continue and highly recommended it for other Learning Centers.

Effectiveness of the Program

The satellite program is basically a period of transition for students going through the various stages of waiting required to gain admittance to the Learning Center or another Special Education Program; that is, it is not a program which stands alone. Consequently, pre-post measures of changes in students' academic performance, social adjustment, behavior or self-concept were considered an inappropriate way to evaluate the effectiveness of the program.

The satellite program provides the children with Special Education much earlier than they would normally get it. When they finally gain admittance to the Learning Center, they continue with the same and additional activities in a more intense fashion. The Learning Center teacher reported that these children seem less frustrated when they

enter the Learning Center compared with previous children who had had to wait with no help. And, in the words of the regular Learning Center assistant, "the children are now 'primed' for the routine and, because of the satellite program, slide into the Learning Center much easier".

According to the psychoeducational consultant, the program is effective because it allays the anxieties of the parents - she is now able to assure the parents that their children will receive help sooner.

The satellite assistant said she could definitely see improvements in many of the children with whom she had worked, although she couldn't say whether it generalized into the regular classrooms.

Several of the classroom teachers reported they had seen improvements in such areas as vocabulary, printing, self-confidence and reading while the children worked with the satellite assistant.

A few staff members felt that some students, particularly the older ones, felt somewhat centered out while participating in the program.

SUMMARY

The Satellite Learning Center Project at Balmy Beach Community School began in the spring of 1980. The project involved hiring a second (satellite) educational assistant for the Learning Center. The satellite assistant works with students on an individual basis in their regular classrooms under the supervision of the Learning Center teacher who plans their programs.

The students who participate in the program are (1) waiting to be tested by the psychoeducational consultant, (2) waiting to be considered by the Program Placement and Review Committee, or (3) on the formal "waiting list" for the Learning Center or other Special Education Program outside the school.

The children receive Special Education based on testing done by the psychoeducational consultant and/or Learning Center teacher several months earlier than they would normally get it.

The satellite program does not affect the other students, programs or teachers in the school. The level of support for the regular Learning Center students is not reduced.

The satellite assistant's role is that of a paraprofessional. She does not test, diagnose, plan programs, evaluate or change programs. She executes the programs as planned by the Learning Center teacher. She does none of the work of the regular classroom teachers.

The regular classroom teachers endorse the program, and some learned more about Special Education as a result of having the assistant in their classrooms.

The parents are relieved to have their children in the program, although the program did not serve to clear up some of their confusions surrounding the issues of testing, waiting, committees, formal consent and Special Education in general.

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APPENDIX A

Interview Schedule for Parents

Name of Student _____

Parent Interviewed _____

How would you describe your child's progress in school?

_____

_____

_____

_____

How would you describe your child's attitude to school?

_____

_____

_____

_____

How do you feel about your child being on the waiting list for the learning centre?

_____

_____

_____

_____

_____

How do you feel about the school hiring an extra educational assistant to work with your child in the classroom while he/she is on the waiting list?

_____

_____

_____

_____

_____

Describe the kinds of changes you would like to see take place in your child as a result of working with an educational assistant in the classroom.

_____

_____

_____

_____

_____

_____

_____

APPENDIX B

Interview Schedule for Regular Classroom Teachers

APPENDIX B

BALMY BEACH LEARNING CENTER PROJECT

INTERVIEW SCHEDULE FOR REGULAR CLASSROOM TEACHERS

DATE _____

NAME OF STUDENT _____

NAME OF STUDENT'S CLASSROOM TEACHER _____

LENGTH OF INTERVIEW _____

A. CHARACTERISTICS OF STUDENT

DESCRIBE THIS STUDENT'S ACADEMIC ABILITIES (INCLUDE MARKS, ETC.)

_____

DESCRIBE THIS STUDENT'S CLASSROOM BEHAVIOR.

_____

DESCRIBE THIS STUDENT'S ATTITUDE TO SCHOOL.

_____

DESCRIBE THE KINDS OF CHANGES YOU WOULD LIKE TO SEE TAKE PLACE IN THIS STUDENT AS A RESULT OF WORKING WITH AN EDUCATIONAL ASSISTANT IN YOUR CLASSROOM.

_____

B. EFFECTIVENESS OF PROGRAM

HAS THE PROGRAM BEEN EFFECTIVE IN HELPING THIS STUDENT? ELABORATE.

_____

C. ORGANIZATION AND IMPLEMENTATION OF SATELLITE PROGRAM/ROLES OF STAFF

WHAT ROLE DID YOU PLAY IN ORGANIZING AND IMPLEMENTING THE SATELLITE PROGRAM?

_____

WHAT ROLE DID YOU PLAY IN IDENTIFYING THE STUDENTS FOR THE PROGRAM?

_____

WHAT ROLE DID YOU PLAY IN PLANNING THE STUDENTS' SATELLITE PROGRAM ACTIVITIES?

_____

WHAT ORGANIZATIONAL CHANGES (INTENDED AND UNINTENDED) TOOK PLACE IN IMPLEMENTING THE PROGRAM?

_____

DID YOU MAKE ANY CHANGES IN THE PHYSICAL OR ACADEMIC ARRANGEMENTS IN YOUR CLASSROOM TO ACCOMMODATE THE SATELLITE ASSISTANT AND STUDENT? ELABORATE.

_____

D. PHYSICAL ARRANGEMENTS

WHAT ARE YOUR OPINIONS ABOUT THE PHYSICAL ARRANGEMENTS FOR THE SATELLITE ASSISTANT AND STUDENT IN YOUR CLASSROOM?

_____

E. THE EFFECT OF THE PROGRAM ON OTHER CHILDREN

HOW DOES THE PROGRAM AFFECT THE OTHER CHILDREN IN YOUR CLASSROOM?

_____

F. THE EFFECT OF THE PROGRAM ON THE REGULAR CLASSROOM TEACHER

HOW DOES THE PROGRAM AFFECT YOU AS A REGULAR CLASSROOM TEACHER?

_____

DOES THE PROGRAM DISRUPT YOUR REGULAR CLASSROOM ACTIVITIES? IF SO, HOW?

_____

DOES THE SATELLITE ASSISTANT ASSUME SOME OF YOUR NORMAL TEACHING DUTIES? IF SO, ELABORATE.

_____

DOES THE PROGRAM PROVIDE YOU WITH SPECIAL EDUCATION IN-SERVICE TRAINING (DIRECT OR INDIRECT)? ELABORATE.

_____

IS THERE MORE CO-OPERATION AND COMMUNICATION BETWEEN YOU AND THE LEARNING CENTER TEACHER AS A RESULT OF THIS PROGRAM? ELABORATE.

_____

G. THE EFFECT OF THE PROGRAM ON THE PARENTS

HOW DOES THE PROGRAM AFFECT THE PARENTS?

_____

DOES THE PROGRAM PROVIDE IN-SERVICE FOR THE PARENTS? ELABORATE.

_____

H. TEACHER ATTITUDES TOWARD THE PROGRAM

WHAT ARE YOUR FEELINGS ABOUT HAVING AN EDUCATIONAL ASSISTANT WORKING IN YOUR CLASSROOM?

_____

WHAT ARE YOUR PERSONAL FEELINGS ABOUT THIS METHOD OF PROVIDING SUPPORT TO THE CHILDREN ON THE WAITING LIST FOR THE LEARNING CENTER?

_____

WHAT DO YOU MOST LIKE ABOUT THE PROGRAM?

_____

WHAT DO YOU MOST DISLIKE ABOUT THE PROGRAM?

_____

DO YOU HAVE ANY SUGGESTIONS FOR IMPROVING THE PROGRAM?

_____

I. OTHER COMMENTS

_____

APPENDIX C

Interview Schedule for Psychoeducational Consultant

NAME: _____

DATE OF INTERVIEW: _____

LENGTH OF INTERVIEW: _____

A. ORGANIZATION AND IMPLEMENTATION OF SATELLITE PROGRAM/ROLE OF PSYCHOEDUCATIONAL CONSULTANT

WHAT IS YOUR NORMAL ROLE VIS-A-VIS THE LEARNING CENTER AT BALMY BEACH SCHOOL?

_____

WHAT ROLE DID YOU PLAY IN ORGANIZING AND IMPLEMENTING THE SATELLITE PROGRAM?

_____

WHAT ROLE DO YOU PLAY IN IDENTIFYING THE STUDENTS FOR THE SATELLITE PROGRAM?

_____

B. CHARACTERISTICS OF STUDENTS

IN GENERAL, HOW WOULD YOU DESCRIBE THE CHARACTERISTICS OF THE CHILDREN WHO PARTICIPATE IN THIS PROGRAM?

_____

C. EFFECTIVENESS OF PROGRAM

DO YOU FEEL THE PROGRAM IS EFFECTIVE FOR THE STUDENTS? ELABORATE.

_____

D. THE EFFECT OF THE PROGRAM ON OTHER CHILDREN

HOW DOES THE PROGRAM AFFECT THE OTHER CHILDREN IN THE LEARNING CENTER?

_____

DOES THE PROGRAM REDUCE THE LEVEL OF SUPPORT FOR THE REGULAR LEARNING CENTER CHILDREN? IF SO, BY HOW MUCH, AND IS IT DETRIMENTAL?

_____

E. THE EFFECT OF THE PROGRAM ON THE PARENTS

HOW DOES THE PROGRAM AFFECT THE PARENTS?

_____

F. ATTITUDES TOWARD THE PROGRAM

WHAT DO YOU MOST LIKE ABOUT THE PROGRAM?

_____

WHAT DO YOU MOST DISLIKE ABOUT THE PROGRAM?

_____

WHAT CHANGES WOULD YOU SUGGEST TO IMPROVE THE PROGRAM?

_____

WOULD YOU RECOMMEND THIS PROGRAM FOR OTHER SCHOOLS AND THEIR LEARNING CENTERS? ELABORATE.

_____

H. OTHER COMMENTS

_____

APPENDIX D

Interview Schedule for Learning Center Teacher

APPENDIX D

BALMY BEACH LEARNING CENTER PROJECT

INTERVIEW SCHEDULE FOR LEARNING CENTER TEACHER

NAME: _____

DATE: _____

LENGTH OF INTERVIEW: _____

A. ORGANIZATION AND IMPLEMENTATION OF PROGRAM/STAFF ROLES

DESCRIBE THE ORGANIZATION AND IMPLEMENTATION OF THE PROGRAM.

WHAT IS THE ROLE OF THE LEARNING CENTER TEACHER?

WHAT IS THE ROLE OF ADMINISTRATION?

WHAT IS THE ROLE OF THE REGULAR CLASSROOM TEACHERS?

WHAT IS THE ROLE OF THE REGULAR EDUCATIONAL ASSISTANT?

WHAT IS THE ROLE OF THE SATELLITE ASSISTANT?

WHAT DEMONSTRATIONAL CHANGES (INTENDED AND UNINTENDED) TOOK PLACE IN IMPLEMENTING THE PROGRAM?

WHAT DEMANDS DO THE PROGRAM AND SATELLITE ASSISTANT PLACE ON THE LEARNING CENTER TEACHER?

HOW DO THESE DEMANDS COMPARE WITH THOSE FOR THE REGULAR EDUCATIONAL ASSISTANT?

B. PHYSICAL ARRANGEMENTS

HOW DO YOU FEEL ABOUT THE PHYSICAL ARRANGEMENTS FOR THE SATELLITE ASSISTANT AND THE STUDENT IN THE REGULAR CLASSROOM?

C. CHARACTERISTICS OF STUDENTS

IN GENERAL, HOW WOULD YOU DESCRIBE THE CHARACTERISTICS OF THE CHILDREN WHO PARTICIPATE IN THIS PROGRAM?

D. EFFECTIVENESS OF PROGRAM

IS THE PROGRAM EFFECTIVE FOR THE CHILDREN? PROVIDE DETAILS WHILE DISCUSSING THE PURPOSES OF THE PROGRAM.

E. THE EFFECT OF THE PROGRAM ON OTHER CHILDREN

HOW DOES THE PROGRAM AFFECT OTHER CHILDREN IN THE REGULAR CLASSROOMS?

HOW DOES THE PROGRAM AFFECT THE OTHER CHILDREN IN THE LEARNING CENTER?

DOES THE PROGRAM REDUCE THE LEVEL OF SUPPORT FOR THE REGULAR LEARNING CENTER CHILDREN? IF SO, BY HOW MUCH, AND IS IT DETRIMENTAL?

DOES THE PROGRAM PROVIDE A TRANSITION PERIOD FOR STUDENTS RETURNING FROM THE LEARNING CENTER OR READING CLINIC TO THE REGULAR CLASSROOM? ELABORATE.

F. THE EFFECT OF THE PROGRAM ON REGULAR CLASSROOM TEACHERS

HOW DOES THE PROGRAM AFFECT THE REGULAR CLASSROOM TEACHERS?

DOES THE PROGRAM PROVIDE SPECIAL EDUCATION IN-SERVICE TRAINING (DIRECT OR INDIRECT) FOR THE CLASSROOM TEACHERS? ELABORATE.

IS THERE MORE CO-OPERATION AND COMMUNICATION BETWEEN THE CLASSROOM TEACHERS AND THE LEARNING CENTER TEACHERS? ELABORATE.

G. THE EFFECT OF THE PROGRAM ON THE PARENTS

HOW DOES THE PROGRAM AFFECT THE PARENTS?

DOES THE PROGRAM PROVIDE IN-SERVICE FOR THE PARENTS? ELABORATE.

H. LIKES AND DISLIKES

WHAT DO YOU MOST LIKE ABOUT THE PROGRAM?

WHAT DO YOU MOST DISLIKE ABOUT THE PROGRAM?

DO YOU HAVE ANY SUGGESTIONS FOR IMPROVING THE PROGRAM?

I. OTHER COMMENTS

APPENDIX E

BALMY BEACH LEARNING CENTER PROJECT

INTERVIEW SCHEDULE FOR SATELLITE EDUCATIONAL ASSISTANT

NAME: _____

DATE OF INTERVIEW: _____

LENGTH OF INTERVIEW: _____

A. PERSONAL INFORMATION

WHAT IS YOUR EDUCATIONAL BACKGROUND?

WHAT PREVIOUS WORK EXPERIENCES HAVE YOU HAD?

HAVE YOU HAD ANY PREVIOUS TRAINING AS AN EDUCATIONAL ASSISTANT? IF SO, DESCRIBE THE TRAINING.

DESCRIBE YOUR REASONS FOR TAKING THE POSITION OF EDUCATIONAL ASSISTANT.

WHAT IS YOUR RATE OF PAY?

HOW DO YOU FEEL ABOUT YOUR RATE OF PAY?

B. ORGANIZATION AND IMPLEMENTATION OF SATELLITE PROGRAM/ROLE OF SATELLITE ASSISTANT

WHAT ROLE DID YOU PLAY IN ORGANIZING AND IMPLEMENTING THE SATELLITE PROGRAM?

WHAT ROLE DO YOU PLAY IN IDENTIFYING THE STUDENTS FOR THE PROGRAM?

DESCRIBE YOUR ROLE VIS-A-VIS THE LEARNING CENTER TEACHER (RESPECTIVE RESPONSIBILITIES, DEGREE OF SUPERVISION, OCCASIONS FOR CONSULTATION, DEGREE AND PURPOSE OF CO-OPERATIVE WORK, DECISIONS ABOUT STUDENTS, ETC.

HAS THIS ROLE CHANGED OVER THESE PAST FIVE MONTHS? IF SO, WHY AND HOW?

IS THERE ANY WAY THIS ROLE COULD BE IMPROVED?

OTHER COMMENTS ABOUT THIS ROLE.

DESCRIBE YOUR ROLE VIS-A-VIS THE REGULAR CLASSROOM TEACHERS (RESPECTIVE RESPONSIBILITIES, DEGREE OF SUPERVISION, OCCASIONS FOR CONSULTATION, DEGREE AND PURPOSE OF CO-OPERATIVE WORK, DECISIONS ABOUT STUDENTS, ETC.)

HAS THIS ROLE CHANGED OVER THESE PAST FIVE MONTHS? IF SO, WHY AND HOW?

OTHER COMMENTS ABOUT THIS ROLE.

DESCRIBE YOUR ROLE VIS-A-VIS THE REGULAR EDUCATIONAL ASSISTANT (RESPECTIVE RESPONSIBILITIES, DEGREE OF SUPERVISION, OCCASION FOR CONSULTATION, DEGREE AND PURPOSE OF CO-OPERATIVE WORK, DECISIONS ABOUT STUDENTS, ETC.)

HAS THIS ROLE CHANGED OVER THESE PAST FIVE MONTHS? IF SO, WHY AND HOW?

IS THERE ANY WAY THIS ROLE COULD BE IMPROVED?

OTHER COMMENTS ABOUT THIS ROLE.

C. PHYSICAL ARRANGEMENTS

WHAT ARE YOUR OPINIONS ABOUT THE PHYSICAL ARRANGEMENTS IN THE REGULAR CLASSROOMS FOR YOU AND STUDENTS?

D. CHARACTERISTICS OF STUDENTS

WHAT ARE YOUR GENERAL OVERALL OPINIONS OF THE STUDENTS IN THE PROGRAM?

E. EFFECTIVENESS OF PROGRAM

DO YOU FEEL THE PROGRAM IS EFFECTIVE FOR THE STUDENTS? ELABORATE.

F. EFFECT OF PROGRAM ON OTHER CHILDREN

DOES THE PROGRAM AFFECT THE OTHER CHILDREN IN THE REGULAR CLASSROOMS? ELABORATE.

G. EFFECT OF THE PROGRAM ON THE PARENTS

HOW DOES THE PROGRAM AFFECT THE PARENTS?

H. GENERAL LIKES AND DISLIKES

WHAT ASPECTS OF THE PROGRAM DO YOU MOST LIKE?

WHAT ASPECTS OF THE PROGRAM DO YOU MOST DISLIKE?

WHAT CHANGES WOULD YOU SUGGEST TO IMPROVE THE PROGRAM?

I. OTHER COMMENTS

APPENDIX F

Interview Schedule for Learning Center Educational Assistant

NAME: _____

DATE OF INTERVIEW: _____

A. BACKGROUND INFORMATION

HOW LONG HAVE YOU WORKED AS AN EDUCATIONAL ASSISTANT IN A LEARNING CENTER?

_____

HOW LONG HAVE YOU WORKED IN THE LEARNING CENTER AT BALMY BEACH?

_____

HOW LONG HAVE YOU WORKED WITH THE PRESENT LEARNING CENTER TEACHER?

_____

B. ORGANIZATION AND IMPLEMENTATION OF SATELLITE PROGRAM/ROLES OF STAFF

WHAT ROLE DID YOU PLAY IN ORGANIZING AND IMPLEMENTING THE SATELLITE PROGRAM?

_____

WHAT ROLE DID YOU PLAY IN IDENTIFYING THE STUDENTS FOR THE PROGRAM?

_____

WHAT ROLE DID YOU PLAY IN PLANNING THE STUDENTS' SATELLITE PROGRAM ACTIVITIES?

_____

WHAT ORGANIZATIONAL CHANGES (INTENDED AND UNINTENDED) TOOK PLACE IN IMPLEMENTING THE PROGRAM?

_____

C. THE EFFECT OF THE PROGRAM ON REGULAR LEARNING CENTER STUDENTS

HOW DOES THE PROGRAM AFFECT THE OTHER CHILDREN IN THE LEARNING CENTER?

_____

DOES THE PROGRAM REDUCE THE LEVEL OF SUPPORT FOR THE REGULAR LEARNING CENTER CHILDREN? IF SO, BY HOW MUCH, AND IS IT DETRIMENTAL?

_____

D. THE EFFECT OF THE PROGRAM ON THE REGULAR EDUCATIONAL ASSISTANT

HOW DOES THE PROGRAM AFFECT YOU?

_____

DOES THE SATELLITE PROGRAM REDUCE THE AMOUNT OF TIME THE LEARNING CENTER TEACHER SPENDS WITH YOU FOR CONSULTATION AND SUPERVISION?

_____

E. OTHER COMMENTS

_____

APPENDIX G

Student Case Study Form

STUDENT CASE STUDY

NAME _____

A. BACKGROUND INFORMATION

SEX _____
AGE _____
GRADE _____
COUNTRY OF BIRTH _____
IF NOT BORN IN CANADA, DATE OF ARRIVAL _____
FIRST LANGUAGE _____
SECOND LANGUAGE _____
LANGUAGE(S) SPOKEN FLUENTLY _____
STUDENT LIVES WITH _____
_____
OCCUPATION OF FATHER _____
OCCUPATION OF MOTHER _____
OCCUPATION OF GUARDIAN (if not living with parent(s)).
_____
OTHER RELEVANT INFORMATION
_____
_____
_____
_____
_____
_____

B. SPECIAL EDUCATION IDENTIFICATION PROGRAM

HOW WAS THE STUDENT IDENTIFIED FOR SPECIAL EDUCATION?
_____
_____
_____
_____
_____
_____

WHO SUPERVISED THE IDENTIFICATION PROCESS?
_____

WHO CARRIED OUT MOST OF THE IDENTIFICATION PROCEDURES?
_____

WHAT ROLE DID THE CHILD'S CLASSROOM TEACHER PLAY IN THE IDENTIFICATION?
_____

WHAT ROLE DID THE LEARNING CENTRE TEACHER PLAY IN THE IDENTIFICATION?
_____

WHAT ROLE DID THE FIRST EDUCATIONAL ASSISTANT PLAY IN THE IDENTIFICATION?
_____
_____

WHAT ROLE DID THE SECOND EDUCATIONAL ASSISTANT PLAY IN THE IDENTIFICATION?
_____
_____

WHAT INSTRUMENTS WERE USED IN THE IDENTIFICATION?
_____
_____
_____
_____
_____

WHEN WAS THE IDENTIFICATION DONE? _____

HOW LONG HAS THE CHILD BEEN ON THE WAITING LIST AND RECEIVING

(a) No Special Education support _____
(b) Special Education support in the classroom _____

WHAT WERE THE CHILD'S WEAKNESSES WHICH WERE IDENTIFIED?

_____
_____
_____
_____
_____

WHAT WERE THE CHILD'S STRENGTHS WHICH WERE IDENTIFIED?

_____
_____
_____
_____
_____

OTHER RELEVANT INFORMATION

_____
_____
_____
_____
_____
_____
_____

C. MONTHLY SPECIAL EDUCATION PROGRAM AND PROGRESS OF STUDENT

At the end of each month, beginning in October and ending in February, briefly describe the student's program for that month. Describe the learning or remedial activities used by the second educational assistant to give support to the student in the regular classroom. In addition, list any tests or instruments which are used to diagnose the student's progress. Discuss any decisions which are made about the student. Indicate who does the testing and makes the decisions.

OCTOBER _____
_____

NOVEMBER _____
_____

DECEMBER _____
_____

JANUARY _____
_____

FEBRUARY _____
_____

BALMY BEACH LEARNING CENTER PROJECT

OBSERVATION SCHEDULE

DATE _____

TIME _____

LENGTH OF OBSERVATION TIME _____

WHAT IS THE EDUCATIONAL ASSISTANT DOING WITH THE STUDENT?

_____

_____

_____

_____

WHERE IS THE EDUCATIONAL ASSISTANT WORKING WITH THE STUDENT?

_____

_____

_____

_____

WHAT IS THE REGULAR CLASSROOM TEACHER DOING?

_____

_____

IS THE EDUCATIONAL ASSISTANT DISTURBING THE REGULAR CLASSROOM TEACHER'S ACTIVITIES? IF SO, HOW?

_____

_____

_____

_____

IS THE EDUCATIONAL ASSISTANT OBTAINING ASSISTANCE FROM THE REGULAR TEACHER? IF SO, HOW?

_____

_____

_____

_____

IS THE EDUCATIONAL ASSISTANT CARRYING OUT SOME DUTIES OF THE REGULAR CLASSROOM TEACHERS? IF SO, WHAT?

_____

_____

OTHER OBSERVATIONS

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX H

Observation Schedule

APPENDIX I

Weekly Log For Learning Center Teacher

WEEK BEGINNING _____

Activities During School Hours (9:00 to 12:00 and 1:00 to 4:00)	Number Of Hours
Working with child(ren) in learning centre	
Working with child(ren) and first assistant in centre	
Working with child(ren) and second assistant in centre	
Providing guidance and supervision to first assistant	
Providing guidance and supervision to second assistant	
Identifying students for special education	
Consulting with regular classroom teacher	
Consulting with principal	
Consulting with parents	
Completing reports, records, forms, etc.	
Preparing work	
Correcting work	
Staff Meeting(s)	
Other _____	
Other _____	
Other _____	
Other _____	
Other _____	
Other _____	
Spare time/recess time/free time	
Holiday	
Sickness	
Total Number Of School Hours	30

ACTIVITIES DURING NON-SCHOOL HOURS	Number Of Hours
Providing guidance and supervision to first assistant	
Providing guidance and supervision to second assistant	
Preparing work	
Other _____	
Other _____	
Other _____	
Other _____	
Total Number Of Non-School Hours	
TOTAL HOURS	

APPENDIX J

Weekly Log For Satellite Assistant

WEEK BEGINNING _____

Activities During School Hours (9:00 to 12:00 and 1:00 to 4:00)	Number Of Hours
Working with child(ren) in centre	
Working with child(ren) and Special Education teacher in centre	
Working with child(ren) and second assistant in centre	
Receiving guidance and supervision from Special Education teacher	
Identifying students for special education	
Consulting with regular classroom teacher	
Consulting with principal	
Consulting with second educational assistant	
Consulting with parents	
Completing reports, records, forms, etc.	
Preparing work	
Correcting work	
Staff meeting(s)	
Other _____	
Other _____	
Other _____	
Other _____	
Other _____	
Other _____	
Spare time/recess time/free time	
Holiday	
Sickness	
Total Number Of School Hours	30

ACTIVITIES DURING NON-SCHOOL HOURS	Number Of Hours
Receiving guidance and supervision from Special Education teacher	
Preparing work	
Other _____	
Other _____	
Other _____	
Other _____	
Total Number Of Non-School Hours	

TOTAL HOURS

APPENDIX K

Weekly Log For Learning Center Educational Assistant

WEEK BEGINNING _____

Activities During School Hours (9:00 to 12:00 and 1:00 to 4:00)	Number of Hours
Working with child in regular classroom	
Working with child in learning centre	
Working with regular teacher and child in classroom	
Working with Special Education teacher and child in learning centre	
Receiving guidance and supervision from Special Education teacher	
Consulting with regular classroom teacher	
Consulting with principal	
Consulting with other educational assistant	
Consulting with parents	
Completing reports, records, forms, etc.	
Preparing work	
Correcting work	
Other _____	
Other _____	
Other _____	
Other _____	
Other _____	
Other _____	
Other _____	
Sparetime/recess time/free time	
Holiday	
Sickness	
Total Number Of School Hours	**30**

ACTIVITIES DURING NON-SCHOOL HOURS	Number Of Hours
Receiving guidance and supervision from Special Education teacher	
Preparing work	
Other _____	
Other _____	
Other _____	
Other _____	
Total Number Of Non-School Hours	
TOTAL HOURS	

APPENDIX L

Student Attitude To School Questionnaire

		Happy	Sad	In Between
1.	How do you feel when you are in school?	H	S	IB
2.	How do you feel when you are getting dressed to go to the school in the morning?	H	S	IB
3.	How do you feel when you are telling other people about your school?	H	S	IB
4.	How do you feel when you are working with your teacher in school?	H	S	IB
5.	How do you feel when you answer your teacher's questions?	H	S	IB
6.	How do you feel when you are reading in school?	H	S	IB
7.	How do you feel when you talk to the whole class?	H	S	IB
8.	How do you feel when your teacher looks at your work?	H	S	IB
9.	How do you feel when you are doing arithmetic in class?	H	S	IB
10.	How do you feel when you make something in school?	H	S	IB
11.	How do you feel when you are learning new things in school?	H	S	IB
12.	How do you feel when you are painting in school?	H	S	IB
13.	How do you feel when you have finished your work in school?	H	S	IB
14.	How do you feel when you ask a question in school?	H	S	IB
15.	How do you feel about your school work?	H	S	IB

APPENDIX M

Glossary

A.B.C. (APPRAISAL FOR BETTER CURRICULUM)

A program to assist classroom teachers in meeting students' learning needs during the junior school years. Students' learning needs are appraised at the time of pre-registration for Kindergarten, at the beginning of grade one (the beginning of the Primary Division), and during the grade four year (the beginning of the Junior Division) by a school team composed of school staff and psychological services staff with support from Curriculum Division Consultants. Appraisal of learning needs is followed by appropriate classroom programming and teacher in-service.

AUDITORY-MOTOR EXERCISES

The student uses cassette tapes and headphones and must follow directions such as "draw a blue triangle inside a brown rectangle". The exercises help auditory memory.

BARNALL-LOFT SERIES

(a) Getting the Main Idea - The student reads paragraphs and selects the main idea.
(b) Using the Context - The student uses the context of sentences to fill in missing words.

BENDER VISUAL MOTOR GESTALT TEST

The student is required to copy unfamiliar designs. The test assesses visual perception and the ability to represent things on paper.

BERRY TEST OF VISUAL MOTOR INTEGRATION

The student copies designs and shapes. The test assesses visual perception and visual-motor integration.

DECODE

The ability to look at a word and analyze its sounds to figure out what the word is.

D.I.S.T.A.R.

A method of teaching reading which involves direct instruction and is programmed in logical steps from individual sounds to combinations of sounds.

DOLCH WORDS

These are the words most frequently used in children's readers.

DRAW-A-PERSON TEST

This test provides a general index of a child's mental maturity. It also assesses the child's awareness of body and ability to represent the human figure on paper.

DURRELL ANALYSIS OF READING DIFFICULTIES

A test composed of several subtests which assess various reading skills (e.g., oral reading, silent reading, phonics and listening).

E.I.D.P. (EARLY IDENTIFICATION AND DEVELOPMENT PROGRAM)

A screening program for grade one students which is designed to catch problems at an early age.

INVERSIONS

Student confuses the tops with the bottoms of letters and numbers.

I.T.P.A. (ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES)

A test composed of several subtests which assess such skills as visual memory, auditory memory and language.

PEABODY PICTURE VOCABULARY TEST

The test assesses receptive vocabulary. The examiner says a word and the student must choose the correct picture.

PRECISION MATHEMATICS SHEETS

These exercises are designed to increase a student's ability to recall mathematical facts (e.g., subtraction) automatically. Student is asked to do as many as possible in one minute.

PROGRAM PLACEMENT AND REVIEW COMMITTEE

A committee convened to consider a pupil's educational needs and to determine whether or not it is appropriate to provide Special Education support for the pupil. The decision is based on a broad range of information provided by school and Student Services personnel, along with any other applicable information.

Members of the Committee may vary depending on the type of Special Education Program. For Special Program (Learning Center), the members are (1) the Assistant Superintendent, Special Education or designate (Chairman), (2) the Principal of the school in which the program is located, and (3) the Learning Center teacher.

Any personnel having pertinent knowledge of the pupil that will assist the Program Placement and Review Committee in making an appropriate decision may be invited to the meeting (e.g. referring school teacher, Principal, Public Health Nurse, Student Services Personnel and other agencies).

Parents are always invited to attend the meeting.

REVERSALS

Student confuses letters such as "b and "d" and "p and q". May also occur with numbers.

SLINGERLAND SCREENING TEST FOR LEARNING DISABILITIES

A test composed of several subtests which assess a student's abilities to process visual and auditory information and to put that information down on paper.

SPACHE DIAGNOSTIC READING VOCABULARY TEST
The test assesses various reading skills.

TRACKING
This exercise trains a student in left-to-right progression which helps in reading and organizing work assignments. The student must pick out the letters of the alphabet in sequence from a series of letters. A timed exercise.

TRANSPOSITIONS
Student gets the order of letters or numbers mixed up.

V.A.K.T. (VISUAL, AUDITORY, KINESTHETIC, TACTILE) METHOD OF LEARNING TO SPELL
The student learns to spell a word by tracing over it with his finger while saying it out loud.

VISUAL DISCRIMINATION EXERCISES
These exercises increase student's ability to notice visual details. Involves instructions such as, "What is wrong in this picture?".

VISUAL MEMORY EXERCISES
The student is exposed to a card for 5 seconds and then asked to reproduce what is on the card.

VISUAL MOTOR EXERCISES
The student is given a visual stimulus to which s/he gives a motor response. Helps to train fine motor skills.

VOWEL BOOKLETS
Contain activities for helping the student listen for long and short vowels. For example, "Color the pictures which contain the short 'a' sound.".

VOWEL PORTHOLE GAME
A series of pictures are on one side of a card (facing the teacher) and on the other side (facing the student) are letter combinations above holes. The teacher calls out the word and the student pushes his pencil through the hole below the correct letter combination.

WEPMAN AUDITORY DISCRIMINATION TEST
The test assesses the student's ability to discriminate between similar sounding pairs of words.

WISC-R (WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED)
The tests estimate intelligence through language and non-language skills.

WRAT (WIDE RANGE ACHIEVEMENT TEST)
The test measures achievement in word recognition, spelling and arithmetic computation.